

Textbook Alignment to the Utah Core –Dance 1A

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- On record with the USOE.
- The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 1A Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %				
OBJECTIVES & INDICATORS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; text-align: center;"> Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) </td> <td style="width: 50%; padding: 5px; text-align: center;"> Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) </td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px; text-align: center;"> <i>Not covered in TE, SE or ancillaries</i> ✓ </td> </tr> </table>	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)		<i>Not covered in TE, SE or ancillaries</i> ✓
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Objective A: Develop knowledge and skills in space.			
<ul style="list-style-type: none"> Perform directional spatial concepts; i.e., forward, sideways, backward, diagonal. 			
<ul style="list-style-type: none"> Demonstrate contrasting levels. 			
<ul style="list-style-type: none"> Demonstrate inward and outward focus. 			
<ul style="list-style-type: none"> Investigate positive and negative space. 			
<ul style="list-style-type: none"> Create symmetrical and asymmetrical shapes. 			
Objective B: Develop knowledge and skills in time.			
<ul style="list-style-type: none"> Demonstrate stasis and activity. 			
<ul style="list-style-type: none"> Demonstrate tempo by contrasting fast and slow. 			
<ul style="list-style-type: none"> Identify and perform various primary accents for metric phrases. 			
<ul style="list-style-type: none"> Accurately move in 4/4 metric time. 			
Objective C: Develop knowledge and skills in energy and motion.			
<ul style="list-style-type: none"> Demonstrate the forces of strength/flow. 			
<ul style="list-style-type: none"> Demonstrate the forces of weight. 			
<ul style="list-style-type: none"> Identify the basic qualities of motion. 			
<ul style="list-style-type: none"> Demonstrate the ability to improvise using three qualities of motion. 			

STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.			
• Perform a structured improvisation based on a choreographic principle.			
• Perform a structured improvisation based on one of the elements of dance.			
• Perform a structured improvisation based on an idea or activity.			
• Improvise within a structure using another curricular area as a springboard.			
Objective B: Demonstrate choreographic principles, processes, and structures.			
• Create, perform, and evaluate a sequence or dance study with a beginning, middle, and end.			
• Create, perform, and evaluate a dance study, with a beginning, middle, and end, in a small group demonstrating the compositional principles of unison, contrast, and transition.			
• Create and perform a movement sequence based upon a dance element.			
• Demonstrate partner skills using the element of shape in a visually interesting way.			
• Demonstrate the ability to work cooperatively in small groups during choreographic process.			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in	

Standard IV: _____ %	the ancillary material for Standard IV: _____ %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in the creative process of abstraction.			
<ul style="list-style-type: none"> • Define the process of abstraction. 			
<ul style="list-style-type: none"> • Demonstrate the difference between pantomiming and abstracting a single movement gesture. 			
<ul style="list-style-type: none"> • Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy. 			
<ul style="list-style-type: none"> • Create a movement sequence based on the abstraction of a single gesture. 			
<ul style="list-style-type: none"> • Analyze how possible meaning changes when elements of dance are altered. 			
<ul style="list-style-type: none"> • 			
Objective B: Demonstrate how dance communicates meaning.			
<ul style="list-style-type: none"> • Recognize how music and sound affect the meaning of a dance. 			
<ul style="list-style-type: none"> • Examine how movement created purely from dance elements may communicate meaning. 			
<ul style="list-style-type: none"> • Create a dance study based on exploration and development of an element that successfully communicates an idea or emotion. 			
<ul style="list-style-type: none"> • Create a phrase or composition that successfully communicates an idea without pantomime; e.g., isolation/inclusion. 			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.			
<ul style="list-style-type: none"> • Explore contemporary pedestrian gestures as movement language. 			
<ul style="list-style-type: none"> • Identify the movement ritual of greeting from a historical point of view; e.g., indigenous (tribal meeting-call and response). 			
<ul style="list-style-type: none"> • Research, learn, and compare greeting dances from various 			

	historical periods.			
•	Explore the cultural and historical context of a dance from another country.			
Objective D: Demonstrate aesthetic perception.				
•	Respond to improvisational and compositional experiences from perspectives of participant and observer.			
•	Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.			
•	Analyze dance as a powerful means of expression.			
•	Create a dance portfolio that documents written, creative, and performance work.			